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ABSTRACT

The third year of the Indiana University (IU) Advance College Project (ACP), a cooperative program between IU and 22 selected high schools within the state of Indiana was evaluated. The Project offers college credit to high school seniors who enroll in IU courses offered at the home high schools. The four main goals of the project's evaluation plan have been to facilitate ACP implementation by identifying project strengths and weaknesses and documenting activities within each high school course; to assess how well IU's course standards are being met for each ACP/IU (Bloomington) course as it is taught within each high school; to assess the impact of the project upon its various participants; and to establish a project data base for later assessment of longitudinal trends. Students' and teachers' perceptions of the program are discussed. Appendices include ACP Final Exam Questionnaire; ACP Student Questionnaire; Opscan Course Evaluation Form: English; and ACP Teacher Questionnaire: Chemistry. (PN)

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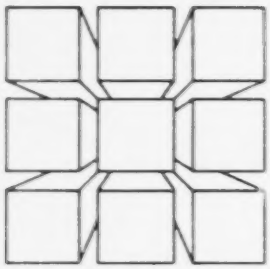
Indiana University Bloomington



Evaluation Report

ED267097

Advance College Project:
FINAL EVALUATION REPORT
1984-85 School Year

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Advance College Project:
FINAL EVALUATION REPORT
1984-85 School Year

Prepared by Janice Lave Gudaitis
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January 1986

EXECUTIVE SUMMARY

1. At the end of the 1984-85 school year, the Advance College Project (ACP) completed its third year of providing college courses in 22 high schools in the state of Indiana. Seven different ACP courses were offered with three courses comprising the majority of the 660 course enrollments. Elementary Composition, English W131, was offered in 16 high schools with 369 student enrollments; Analytical Geometry and Calculus I, Math M215, was offered in 17 high schools with 114 student enrollments; and Principles of Chemistry, Chemistry C105, was scheduled in 9 high schools with 93 student enrollments. See Tables 1-4.

2. All students enrolling in ACP courses must meet the Indiana University Bloomington admission criteria. The academic characteristics of the ACP students were compared to the IUB 1984-85 incoming freshman class. The ACP student's average SAT verbal, math, and composite scores were higher than the average SAT verbal, math and composite scores of the IU freshmen. (ACP verbal SAT = 478, IUB verbal SAT = 463; ACP math SAT = 532, IUB math SAT = 513; ACP composite SAT = 1010, IUB composite SAT = 976). See Tables 5 and 6.

3. While both the ACP and IUB students have strong academic credentials, 65% of the ACP students were in the top 20% of their class compared to 52% of the IUB students. See Table 7.

4. Based upon a 4-point scale, the average final grade for all ACP courses was 3.18. Out of 725 grades, only 11 students received a grade of D (D- or D+) and 8 students received a failing grade. See Table 8.

5. Both ACP teachers and students were asked to complete questionnaires at the end of the ACP courses' semester. The results from these questionnaires are included in this report.

6. Out of the 660 enrollments, 606 ACP Student Questionnaires were analyzed. When asked to identify the factor(s) which influenced their decision to enroll in the course, 93% indicated that they enrolled in an ACP course in order to get a head start in college. Other reasons included: to earn dual credit (high school/college) (74%); to learn what college is like (50%); and expected course to be more individualized in high school than in college (46%).

7. Thirty-seven percent of the students (N=225) decided to take an ACP course because they planned to attend Indiana University. In addition, 37% (N=224) indicated that they enrolled because it would cost more to take the course for credit next year.

8. Parents played an important role in influencing the enrollments of 125 students while teachers recommended ACP courses to 89 students. Counselors recommended ACP courses to 68 students and friends recommended ACP courses to 58 students. A larger proportion of chemistry and math students indicated that their parents played an important role in influencing their decision to take an ACP math or chemistry course. See Table 9.

9. How satisfied were students that they took an ACP course? Sixty-eight percent (N=412) reported they were "very glad" with 25% (N=153) indicating that they were "somewhat glad." Only 23 students (4%) stated they were a "little sorry" and 10 students (2%) were "very sorry" that they enrolled in an ACP courses. See Tables 10 and 11.

10. What impact did enrolling in an ACP course have upon the students?

As a result of taking an ACP course:

* 82% (N=493) of the students agreed that they are now looking forward to attending college.

* 78% (N=475) reported that they obtained new skills that will be useful in college.

* 77% (N=469) do not feel uncertain of their ability to do college work.

* 70% (N=424) discovered that they will have to work/study harder in college.

* 61% (N=372) realized they needed to spend more time studying when enrolled in an ACP course.

* 54% (N=328) reported that their study habits and time management skills have improved as a result of being in an ACP course.

11. Fifteen percent of the students (N=93) indicated they planned to attend Indiana University (or one of its regional campuses) as a result of taking the ACP course. Another 15% (N=89) reported they might attend Indiana University.

12. When asked what type of college do you plan to attend, 66% reported that they planned to attend an in-state public university with 44% (N=264) planning to attend Indiana University. Nine percent of the students (N=52) planned to attend in-state private schools with 8% (N=49) enrolling in out-of-state college and universities. See Table 18.

13. As a result of taking English W131, 97% of the students (N=168) felt their high schools should continue to offer college courses while 96% (N=166) recommended the English W131 course to other high school students. (These questions were included on the ACP Student Questionnaires administered during the second semester of 1984-85.)

14. During the 1984-85 school year, 50 high school teachers taught at least one ACP course at their respective high schools. Only approved high school teachers, meeting the IUB/ACP academic requirements, teach the ACP courses in their respective high schools.

15. A total of 49 teachers completed the ACP Teacher Questionnaire. When asked, "How satisfied were you with the ACP course you taught this year?", 62% (N=30) reported they were "very satisfied" while 33% (N=16) were "somewhat satisfied." None of the teachers reported any dissatisfaction with the ACP course that they taught. See Table 19.

16. When asked whether they encountered any major implementation problems, 87% of the teachers reported that they experienced no problems. Two teachers indicated there were registration problems at the high school. Other problems included: the extra time required for chemistry lab set-ups (N=2), not receiving materials on time, and at times, the lack of correspondence between IU syllabus and course textbook.

17. When asked, "How satisfied are you with the existing relationship between the high school, yourself and the ACP program?", an overwhelming majority of the teachers (83%, N=40) reported that they were "very satisfied" with the relationship while 15% (N=7) stated that they were "somewhat satisfied." No teacher reported being dissatisfied with the relationship.

18. Teachers described the aspects of the ACP course(s) with which they were "more satisfied" and "least satisfied." In addition, they offered specific recommendations to improve the existing courses and relationships between the teachers, the high school and the University.

19. From the teachers' recommendations across the courses, a strong trend was identified that there is a need to provide more support and recognition to the ACP teachers. This support could come from the high schools by granting an extra preparation period to cover the extra work load carried by the ACP teachers. Additional recognition could be granted from the University in the form of an honorarium or reduced tuition fees for ACP teachers taking IU graduate courses. It is important that both the high schools and the University continue to recognize the key role played by the ACP teachers and to develop additional ways to support their involvement.

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Acknowledgements

This report would not be possible if not for the assistance of the Advance College Project teachers who completed the Teacher Questionnaire and collected project data from the students enrolled in their ACP classes. Ann Lawver, Office of Indiana University Admissions, provided the 1984-85 IUB admissions' data of IUB freshmen students' entry characteristics. Both Sherry Shepard and Loretta Condra helped in the preparation of this report: Sherry word processed the initial drafts while Loretta played a major role in the report's final editing and preparation.

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DESCRIPTION OF THE ADVANCE COLLEGE PROJECT

The Indiana University Advance College Project (ACP) is a cooperative program between Indiana University and selected high schools within the state of Indiana. The Project offers college credit to high school seniors who enroll in IU courses that are offered at their home high schools.

The Project has completed its third year of operation. It has grown from six high schools during the pilot year to 22 high schools in 1984-85. As new schools are brought into the Project, educational opportunities for the college-bound students expand. High school students' primary reasons for enrolling in the ACP courses have included: the desire to get a head start in college; ability to earn dual high school and college credit; the opportunity to learn what a college course is like; expectation that the course would provide more individualized instruction in the high schools; and to see if they can do college work. (Lave, 1984)

Beginning in the fall of 1981 and continuing each successive year, a Project orientation meeting is held with high school administrators, counselors, and teachers from pre-selected schools. High schools are invited based upon the strength of their academic programs. At the orientation, the philosophy of the Project, descriptions of the ACP/IU courses offered, and other implementation information is shared. The high school personnel have the opportunity to talk with both the ACP staff and the IU faculty members in the specific course areas.

After the orientation meeting, each high school decides whether or not the Project compliments its school's curriculum needs. If the high school personnel choose to participate, they decide which of the IU/ACP courses will be offered at their home high school.

Using the IU/ACP teacher selection criteria, each high school administration recommends a high school teacher(s) to be responsible for teaching the IU/ACP course. The Project staff and IU faculty review each recommended high school teacher's credentials to determine whether or not he/she has the academic and professional background to become a teacher in the Project. Each teacher must have a master's degree and five years teaching experience. Each accepted high school teacher receives Adjunct Faculty rank with Indiana University Bloomington.

During the summer months, the newly selected ACP teachers attend a course-specific seminar. These summer seminars are conducted by IU/ACP faculty members and cover the IU course syllabi. During the week of the seminar, the ACP teachers and IU faculty have the opportunity to interact in both classroom and informal settings. Each high school teacher is asked to follow the proposed IU course syllabus with some leeway allowed for individual teaching style and content flexibility. All ACP teachers submit their planned course syllabus to the IU faculty for approval prior to teaching the course in the high school.

During the school year, each high school does its own counseling to recruit students for the Project's courses. In addition to following the ACP/IU admissions standards, some high schools may develop additional academic criteria for students to enroll. Each high school decides, based upon the number of students interested in the Project and scheduling limitations, the number

of course sections and when each course will be offered (i.e. the number first semester or second semester).

DESCRIPTION OF PROJECT'S EVALUATION PLAN

Since 1982, prior to the first-year pilot test, evaluation has been a major component of the Project's activities. The four major goals of the evaluation plan have been to:

1) Facilitate implementation of the Project by identifying Project strengths and weaknesses and by documenting what transpired within each high school for each course;

2) Assess how well Indiana University's course standards are being met for each ACP/IUB course as it is taught within each high school;

3) Assess the impact of the Project upon its various participants, i.e., the high school students who are enrolled in the ACP course, the high school teachers who teach the course within each high school and;

4) Establish a base-line of data of the Project in order to later assess longitudinal trends.

These objectives have been translated into specific data gathering activities which occur throughout the school year. Data is collected from ACP participating teachers and enrolled students. In addition, a follow-up study is conducted with former ACP students. The major data collection efforts of the Project are listed:

1) **Initial Teacher Questionnaire, Summer Seminars**

During each ACP course's summer seminar, all new ACP teachers are asked to complete a short questionnaire: Initial Teacher Questionnaire. The questionnaire is designed to identify preliminary perceptions, expectations and at times, anticipated problems of implementing a new course in the high school setting. These surveys are returned on the last day of the summer seminar.

2) **Summer Seminar Evaluation Form**

After the summer seminar has ended, the ACP office and the IU faculty are interested in learning how satisfied the teachers were with the seminar experience. Suggestions for modification are solicited in order to help plan and improve, if necessary, the seminars for the next year. These questionnaires are returned by mail to the ACP office following the seminar.

3) **IU/ACP Comparability Assessment - Course Performance Measures**

English W131 - A unique assessment procedure is used in English W131 to compare the writing performance of ACP students to IUB English W131 students. Both groups of students are asked to complete identical writing task(s). The papers, with the student groups unidentified, are then rated by trained raters.

All Other ACP Courses: Chemistry C105, Math M119, Math M215, and Psychology P101 - A common final exam is administered to both the ACP enrolled students and their student counterparts at Indiana University Bloomington. The exams are designed to be comprehensive and to measure the essential content of the ACP/IU courses. Teachers in the ACP courses are asked to complete the ACP Final Exam Administration Questionnaire in order to validate both the content and the comprehensiveness of each course's final exam. A copy of this questionnaire is found in Appendix A. The results from these comparability studies are presented in other ACP evaluation reports.

4) **Student Questionnaire**

All students who are enrolled in the ACP course are asked to complete the Advance College Project's Student Questionnaire. A copy of this questionnaire is found in Appendix B. Areas assessed by this questionnaire include:

a) Factors which influenced the students' decision to enroll in the course.

b) Level of course satisfaction.

c) Changes in study habits or new skills acquired.

d) College/university students plan to attend.

e) Whether students plan to transfer ACP college credits.

f) Whether enrolling in an ACP course influenced choice of college.

g) Impact of ACP course on student attitudes toward attending college and personal academic skills, such as time management and study skills.

h) Whether students recommend the ACP courses to other high school students.

i) Most valuable aspect of the course.

j) Least valuable aspect of the course.

5) **Course Evaluation Forms**

A unique course evaluation form has been developed for each ACP course subject area: English, Math, etc. While there is a set of common items for all courses in each of the evaluation forms, there are also specific items which are unique to the particular course area. A sample of the opscan course evaluation form for English is included in Appendix C.

6) **ACP Teacher Questionnaire: Your Perception of the ACP Course Experience**

After teaching the ACP course during the school year, all ACP teachers are asked to complete a comprehensive questionnaire concerning course implementation. The results from these questionnaires are used to:

a) Monitor the level of teacher satisfaction toward both the ACP course and the Project;

b) Identify common and unique problems which have evolved from the implementation of the course in the high school; and

c) Assess teacher perceptions of what impact the course and/or Project is having upon the students and within the high school.

A sample of the chemistry ACP Teacher Questionnaire is included in Appendix D.

7) **Follow-up of Former ACP Students: ACP Follow-up Student Survey**

The ACP seniors who graduated from high school in Spring of 1985 received a follow-up survey at their home address in December of 1985. It is assumed that after having completed a semester or quarter of college, students can better assess the value of the ACP course experience. The survey also helps to identify where and why ACP credit transfer problems have occurred. This information is shared with all ACP high school teachers and counselors.

The institutions that have and have not accepted the ACP credits are identified so that students who plan to enroll in an ACP course will know prior to registering if the school that they plan to attend will or will not accept the ACP credits.

8) **ACP Student DataBase**

In addition to IUB's official student records, a comprehensive project database has been established that includes specific student and course information. A permanent record is generated for each ACP enrollee from the ACP Course Application Form. The student's academic characteristics (i.e., class rank and SAT or PSAT test scores) are also recorded. When the student completes the ACP course, his/her final course grade is added to the database. After receiving the student's follow-up questionnaire, the college or university attended along with whether the ACP credits were transferred are then added to the database.

ADVANCE COLLEGE PROJECT COURSE OFFERINGS

During the 1982-83 pilot year, there were five IUB courses included in the Advance College Project:

1. English W131 Elementary Composition (3 credit hours)

2. Chemistry C105 Principles of Chemistry (3 credit hours)/ Chemistry C125 Experimental Chemistry I (2 credit hours) (C105/C125 scheduled concurrently)

3. Chemistry C106 Quantitative Chemistry (3 credit hours)/ Chemistry C126 Experimental Chemistry II (2 credit hours) (C106/C126 scheduled concurrently)

4. Math M119 Brief Survey of Calculus I (3 credit hours)

5. Math M215 Analytic Geometry and Calculus I (5 credit hours)

During the 1983-84 school year, one student enrolled in an advanced calculus course, Math M116, Analytic Geometry and Calculus II (5 credit hours). This math course was then added to the five initial curriculum offerings of the Advance College Project. An additional course, Psychology P101, Introduction to Psychology (3 credit hours) was pilot-tested during the 1984-85 school year as a potential ACP course offering. Based upon the pilot-test results, it is expected Psychology P101 will continue to be offered as part of the ACP course curriculum. The seven Advance College Project courses offered during the 1984-85 school year are briefly described:

1) **English W131 Elementary Composition (3 credit hours)**

English W131 progresses from practice of simple description and narration to practice in the handling of evidence, argument, and persuasion. This composition course is based on the premise that informed and intelligent writing arises as an outgrowth of writers' personal experiences and their interactions with diverse sources of information. Students will explore readings, relate these readings to their own experiences, and build original syntheses as the bases for their writing activities. Through experience with analysis and synthesis and inductive and deductive reasoning activities, writers will formulate plans, prepare drafts, and practice revision strategies as they prepare original pieces of writing. One major goal of the course is to help students develop strategies for approaching future writing tasks in their personal and professional lives.

2) **Chemistry C105 Principles of Chemistry (3 credit hours)**
Chemistry C125 Experimental Chemistry (2 credit hours)

Chemistry C105/C125 is the first of a two-semester course sequence. It is ideal for students who are interested in chemistry and other sciences and in premedicine, predentistry, and preoptometry. The curriculum includes discussions of such topics as energy and the nucleus, nuclear chemistry, atomic and molecular, bonding, gases, solids, acids and bases, and thermodynamics. Chemistry C105 is taken concurrently with the laboratory component C125. The IU College of Arts and Sciences Bulletin lists as prerequisites two years of high school algebra and one year of high school chemistry.

3) **Chemistry C106 Quantitative Chemistry (3 credit hours)**
Chemistry C126 Experimental Chemistry II (2 credit hours)

Chemistry C106/C126 is the second of a two-semester course sequence, the curriculum includes chemical equilibrium, kinetics, acid base equilibrium, solubility, complexation, electrochemistry, and descriptive inorganic chemistry.

4) **Mathematics M119 Brief Survey of Calculus I (3 credit hours)**

This course is appropriate for a student who desires to have an overview of the basic concepts presented in calculus. The course is not recommended for those students who will be going into degree areas that include math, engineering, and science, because, in many instances, credit for M119 cannot be used toward these majors.

Students who wish to major in math, engineering, or science should consider enrolling in M215. Math M119 is recommended for those students pursuing majors in business (except quantitative business analysis), education, and humanities. A student should have a strong background in geometry and algebra before electing this credit option.

5) **Mathematics M215 Analytic Geometry & Calculus I (5 credit hours)**
6) **Mathematics M216 Analytic Geometry & Calculus II (5 credit hours)**

These courses are designed for students who will be pursuing majors relating to technology, math, science, computer science, and engineering. Students should be considered for M215 only if they have demonstrated a high ability and interest in math generally and a strong performance in previous advanced math courses. Further, it is suggested that a student should have a willingness to make a commitment to spend a substantial amount of time outside of class in preparation for classroom instruction. Only students who have completed M215 successfully should consider enrolling in M216 for credit.

7) **Psychology P101 Introduction to Psychology I (3 credit hours)**
Pilot-tested during the 1984-85 school year

This psychology course is the introduction to psychology: its methods, data, and theoretical interpretations in the areas of learning, sensory psychology, and psychophysiology. P101 covers experimental methods, data, and interpretation of theories. It calls for an ability to read and understand graphs as well as interpret correlation studies. The physiological emphasis of this course includes such topics as the nervous system, the sense organs, and sensation and perception.

HIGH SCHOOL PROJECT OFFERINGS 1984-85 SCHOOL YEAR

During the 1984-85 school year, 22 high schools offered ACP courses to their college-bound students. None of the schools offered all seven of the ACP courses, but each high school selected the courses that best matched its existing curriculum needs and the expertise of its faculty. Math M215 and English W131 was taught in 17 high schools and English W131 was offered in 16 high schools. In addition, some schools decided to schedule a course annually (once a year) or semi-annually depending upon the enrollment demand. In Table 1, the breakdown of the number of high schools offering each ACP course is depicted.

Of the 22 high schools, 7 high schools offered one course, 6 scheduled 2 courses, and 7 high schools included 3 separate ACP course offerings. Two high schools, offered 4 and 5 ACP courses respectively. This data is shown in Table 2.

Of the seven ACP courses, English W131 generated the greatest enrollment (N=369, 56.6%) followed by Math M215 (N=114, 17.5%), Chemistry C105/C125 (N=93, 14.3%), Psychology P101 (N=56, 8.6%), Chemistry C106/C126 (N=15, 2.3%), Math M119 (N=10, 0.2%) and Math M216 (N=3, 0.1%). The 1984-85 enrollments are depicted in Table 3.

TABLE 1

Number Of High Schools Offering Advance College Project Courses

Course	Number of Schools	Scheduled Once a Year	Scheduled Twice a Year
English W131	16	10	6
Chemistry C105/C125	9	9	0
Chemistry C106/C126	1	1	0
Math M119	2	2	0
Math M215	17	17	0
Math M216	2	2	0
Psychology P101	3	2	1

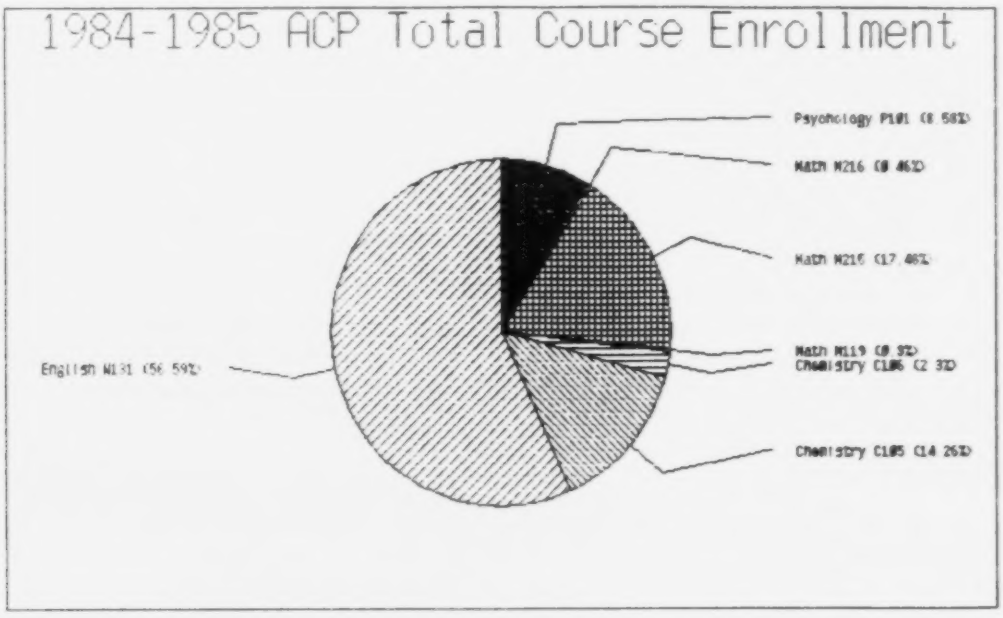
TABLE 2

Number Of ACP Courses Offered In Each High School

Number of Courses	Number of High Schools
1	7
2	6
3	7
4	1
5	1

TABLE 3

1984-85 ACP Total Course Enrollments


1984-1985 ACP Total Course Enrollment
Psychology P101 (8 58%)
Math M216 (8 46%)
Math M215 (17 46%
Math M119 (8 3%)
Chemistry C106 (2 3%)
Chemistry C105 (14 26%)
English W131 (56 59%)

A comparison between the ACP course enrollment figures, the number of credit hours generated per course, and the number of sections scheduled per course is displayed in Table 4. Across the 22 high schools, an average of 2.59 ACP sections were scheduled per high school. The average section enrollment across all courses was 11.58 with English W131, Psychology P101 and Chemistry C105 each averaging higher enrollments. A detailed presentation of factors affecting course enrollment trends are found in another evaluation report. (Gudaitis, 1985)

TABLE 4

Comparison Of 1984-85 Enrollment Data By Course

Course	Enrollment	Credit Hrs.	Sections	Schools	Average # Per Section
English W131	369	1107	22	16**	16.8
Chem C105/C125	93	465	9	9	10.3
Chem C105/C126	15	75	1	1	15.0
Math M119	10	30	2	2	5.0
Math 215	114	570	17	17	6.7
Math M216	3	15	1	1	3.0
Psych P101*	56	168	4	3	14.0
Total	660	2430	57	22	11.6

* Pilot year for Psychology P101.
** Six schools offered two sections of English W131.

How many students were enrolled in more than one ACP course offering? There was a total of 535 students who generated the 660 ACP enrollments. Of these, 428 students (80%) took one ACP course while 88 students (16.5%) took two courses and 19 students (3.5%) took three ACP courses during the 1984-85 school year.

ACADEMIC CHARACTERISTICS OF ADVANCE COLLEGE PROJECT ENROLLEES

Each year the academic characteristics of students who enroll in the ACP are contrasted with the Indiana University Bloomington freshman students. Students from both groups were required to meet the criteria established for admission to Indiana University at Bloomington. To accomplish this, several types of academic data were collected from each ACP and IUB student:

1) SAT test scores (Verbal, Math and Composite), or

2) PSAT test scores (Verbal, Math and Composite), and

3) The student's high school class rank.

In Table 5, the SAT/PSAT average scores for the ACP students are compared with the SAT average scores for the entering 1984-85 IUB freshman class. SAT or PSAT scores were collected from the ACP students at the time of course enrollment. PSAT scores were provided in lieu of SAT scores for those students who had not yet taken the SAT exam. Comparing the SAT scores of the ACP and IUB freshmen students, the ACP students' SAT average verbal, math and composite scores are higher than the average SAT scores of IUB resident students and both IUB resident and nonresident groups combined. The IUB nonresident students' verbal SAT scores, however, were higher than the ACP students'average verbal scores (IUB nonresident = 487; ACP = 478) but, only slightly higher than the ACP students' SAT math scores (IUB nonresident = 537; ACP = 532).

TABLE 5

ACP* And IUB** Resident And Non-resident SAT/PSAT Score Comparisons

	Average Verbal	Average Math	Composite	N	Missing Data
ACP SAT	478	532	1010	437	
ACP PSAT	47	53	100	58	
ACP Total	-	-	-	535	7.5%
IUB Resident SAT	454	505	959	3618	3.3%
IUB Nonresident SAT	487	537	1024	1349	20.6%
IUB SAT	463	513	976	4967	7.2%
IUB Total				5352	

* Of the 535 ACP students, 40 did not provide either SAT or PSAT scores.
**IUB entering freshmen for first semester of 1984-85 school year.

Data does not include transfer students. IUB data provided by the IUB Office of Admissions.

In Table 6, the distribution of the ACP verbal and math SAT scores are compared to the IUB freshmen SAT scores. There was a higher percentage of ACP verbal and math scores that were between 600-799 than the IUB scores and a lower percentage of ACP verbal and math scores that were between 200-399. From these findings, we can state that the ACP students as a group were equivalent if not slightly stronger than the IUB students in terms of both verbal and math aptitude.

In Table 7, the high school class-rank comparisons are depicted for the ACP and IUB freshman class (1984-85). Contrasting the ACP and IUB students' class rankings, 65% of the ACP students were in the top 20% of their class compared to 52% of the IUB students. In both groups, the majority of students have high academic credentials.

TABLE 6

Distribution Of ACP/IUB Students' SAT/PSAT Test Scores (1984-85)

SAT Scores	600-799 N	600-799 %	400-599 N	400-599 %	200-399 N	200-399 %	Missing Data N	Missing Data %	Total
ACP Students									
Verbal SAT	41	9.4	319	73.0	77	17.6	-	-	437
Verbal PSAT	5	8.6	45	77.6	8	13.8	-	-	58
Math SAT	124	28.4	272	62.2	41	9.4	-	-	437
Math PSAT	13	22.4	41	70.7	4	6.9	-	-	58
Total ACP	-		-		-		40		535
IUB Students*									
Verbal SAT	348	6.9	3239	64.7	1129	22.5	293	5.8	5009
Math SAT	909	18.1	3282	65.5	526	10.5	293	5.8	5009

*IUB data includes combined resident and nonresident SAT data.

TABLE 7

ACP/IUB High School Class Rank Comparisons (1984-85)

Percentile Breakdown	ACP N	ACP %	IUB* N	IUB* %
Upper 10% of class	209	39.1	1456	27.2
2nd decile	139	26.0	1325	24.8
3rd decile	98	18.3	1083	20.2
4th decile	52	9.7	768	14.3
5th decile	19	3.6	473	8.8
6th decile	7	1.3	109	2.0
7th decile	5	.9	40	.8
8th decile	1	.2	20	.4
9th decile	0	0	9	.2
Bottom 10% of class	0	0	1	0
Missing Data	5	.9	68	1.3
Total N	535	100.0	5010	100.0

In addition to using both the SAT/PSAT scores and the student's class rank, the Advance College Project requires that the high school counselor and/or teacher review each student's grade in recent courses. Regardless of the SAT scores and high school class rank, any student who did poorly in a previous English, math or chemistry course is not allowed to enroll in that subject area's ACP course. In addition, students who take any of the ACP math courses must score above a certain level on the IU Math Department's Diagnostic Test prior to enrolling. These measures are taken to insure that only those students who are academically prepared are enrolled for college credit.

In Table 8, the distribution of final grades for the Advance College Project's English W131, Math M215, Chemistry C105/C125 and Psychology P101 courses is listed. The distribution of grades for Math M119, Math 216, and Chemistry C106/C126 is not reported because of the small course enrollments. Of the 725 grades reported, only 2.6% were D or below with 11 students receiving a grade of D (1.5%) and only 8 students receiving an F for the final grade. The average final grade for all ACP courses was 3.18 with English W131 (3.17) and Chemistry C105 (3.19) representative of the average. The grades of Math M215 (3.07) and Psychology P101 (2.89) were slightly below average with the grades of Chemistry C105 (3.57) significantly above the overall grade average. In the Chemistry C125 lab portion of the Chemistry C105 course, most students received either an A or a B for the final course grade.

TABLE 8

Distribution of Final Grades in Advance College Project Courses

	English W131		Math M215		Chem C105		Chem C125		Psych P101		Total	
	N	%	N	%	N	%	N	%	N	%	N	
A	133	36.0	39	34.2	40	43.0	58	62.4	11	19.6	281	38.8
B	180	48.8	46	40.4	34	36.5	31	33.3	28	50.0	319	44.0
C	47	12.7	22	19.3	17	18.3	3	3.2	17	30.4	106	14.6
D	4	1.1	5	4.4	1	1.1	1	1.1	0	-	11	1.5
F	5	1.4	2	1.7	1	1.1	0	-	0	-	8	1.1
Mean		3.17		3.07		3.19		3.57		2.89		3.18
N	369	100.0	114	100.0	93	100.0	93	100.0	56	100.0	725	100.0

STUDENTS' PERCEPTIONS OF THE ACP COURSE EXPERIENCE

All students were asked to complete a course questionnaire at the end of the semester. Of the 660 enrollments, 606 (91.8%) ACP Student Questionnaires were completed. The data collected from this questionnaire serves several purposes:

1) To identify the reasons why students took the ACP courses.

2) To assess students' perceptions of the impact the course experience had upon them, their study habits, etc.

3) To learn of the students' plans to transfer the ACP credits.

4) To assess the students' perception of the value (worth) of the course experience.

5) To identify what was perceived as being the most valuable and least valuable aspects of the specific ACP course.

Why did students enroll for credit in the ACP course?

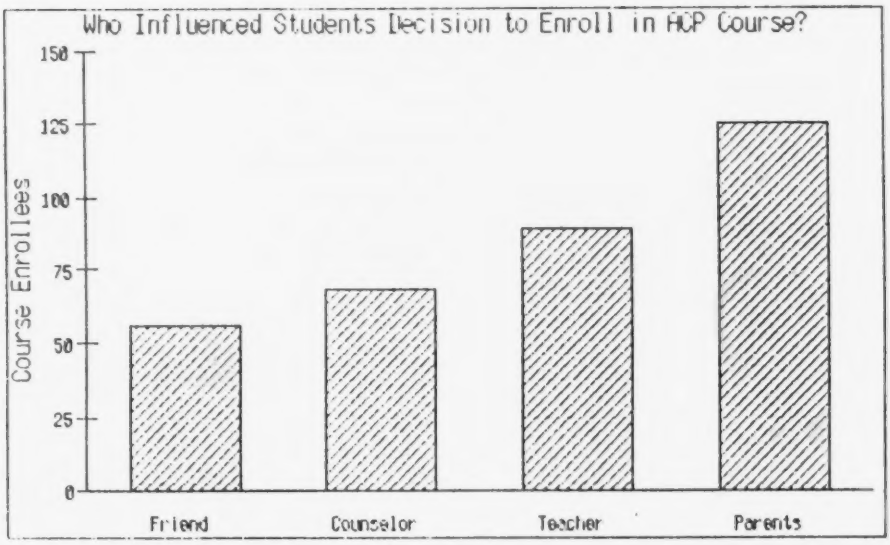
Students were asked to identify the factor(s) which influenced their decision to enroll in an Advance College Project course. There were given a list of 14 alternatives that had been generated from open-ended responses of former students. They were asked to check no more than five factors from the list and had the option to write in other reason(s) not listed. Summarizing the data across the ACP courses, the following reasons for enrollment in ACP courses are listed in order of greatest frequency.

Reasons why students enroll in ACP courses:	N	%
1) To get a head start in college	564	93.4
2) To earn dual credit (high school/college)	449	74.3
3) To learn what a college course is like	304	50.3
4) Expected the course to be more individualized in high school	281	46.5
5) To see if I can do college work	243	40.2
6) Plan to attend Indiana University	225	37.2
7) Because of course cost, cheaper this year	224	37.1
8) To be challenged, stimulated	198	32.8
9) Parents influenced my decision	125	20.7
10) Course was recommended to me by teacher	89	14.7
11) Course was recommended to me by counselor	68	11.2
12) Course was recommended to me by friend	56	9.3
13) Other (open-ended)	33	5.5
14) Decided not to take Advance Placement course	3	0.1

Students who enroll in Psychology P101 and English W131 have similar reasons for taking these courses; as do the Math M215 and Chemistry C105 enrollees. For all courses, the same two reasons are most frequently cited: 1) to get a head start and 2) to earn dual credit. The English W131 and Psychology P101 students next cite: 3) to learn what a college course is like and 4) to see if I can do college work. The math and chemistry students next rank: 3) the individualization of the course and 4) the cost factor in that the course costs less this year. Chemistry students also put more emphasis on wanting to take the course in order to be challenged and stimulated (rank #5) than students taking the other ACP courses.

In addition, a larger percentage of chemistry and math students indicated that their parents played an important role in influencing their decision to take the course. Overall, parents were cited by more students (N=125) as recommending an ACP course than a teacher (N=89), counselor (N=68) or friend (peer) (N = 56). This is depicted in Table 9.

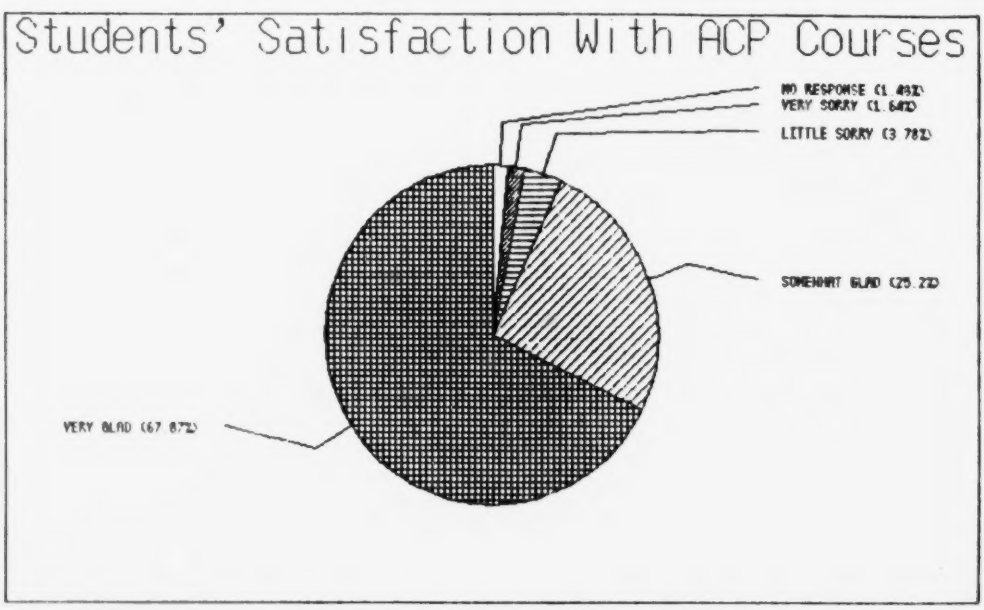
TABLE 9



How satisfied were students to have completed the ACP course?

Combining the course enrollments for 1984-85, 67.9% (N=412) of the students reported that they were "very glad" that they took the ACP course with 25.2% (N=153) reporting that they were "somewhat glad." Of the remaining 7% of the students, 3.7% (N=23) indicated that they were "a little sorry" that they took the course while only 1.6% (N=10) stated they were "very sorry." These findings are depicted in Table 10.

TABLE 10



The students' level of satisfaction toward each specific ACP course is found in Table 11. Of the four predominant ACP courses, (English W131, Math M215, Chemistry C105 and Psychology P101), a greater proportion of students (76%) who completed English W131 reported being "very glad" to have taken the course. Combining the student responses for the "very glad" and "somewhat glad" categories, a total of 96.4% of the English W131 students responded with 89.2% of Chemistry C105 students, and 87% of both the Math M215 and Psychology P101 students.

TABLE 11

Student Satisfaction In Having Completed Each ACP Course

Courses	Very Glad		Somewhat Glad		Little Sorry		Very Sorry		NR		N
	N	%	N	%	N	%	N	%	N	%	
English W131	274	76.1	73	20.3	7	1.9	2	0.6	4	1.1	360
Math M215	55	54.5	33	32.7	6	5.9	5	5.0	2	2.0	101
Chem C105/C125	49	59.0	25	30.2	7	8.4	-	-	2	2.4	83
Psych P101	26	49.1	20	37.7	3	5.7	3	5.7	1	1.9	53
Total	412	67.9	153	25.2	23	3.8	10	1.6	1	.5	607

A sampling of specific reasons given by students as to why they were "very glad" and "somewhat glad" to have taken an ACP course is provided.

Very glad that I took ACP course:

- This course helped me learn how to organize my papers in a better way. My writing has improved and my sentence structures vary now. (English W131)
- It will be extremely beneficial to my college courses. It has already helped me in my senior English class. (English W131)
- I felt this course has helped my writing and helped me accept criticism from my classmates. (English W131)
- I believe I have been introduced to the fundamentals of college work. I was forced to work. I realize now that I must work at my writing. (English W131)
- I learned how to write different types of essays. I also learned how to synthesize materials from different sources into one paper. (English W131)
- I developed many useful analytical and writing skills which will be of great benefit to me in the future. (English W131)
- I am more confident of my own writing skills and I now feel that I will be able to handle college writing and other courses with a little more ease. (English W131)

- Learned a lot from it and earned dual credit. I was challenged and enjoyed it. (Math M215)

- A more personalized approach to the class which gives me experience in the college level classes and tests. (Math M215)

- It's one less requirement for next year, and I can start in on my major that much sooner. I received more help in high school and got a good grade to start me out in college for my GPA. (Math M215)

- Now that I am through with this class my math requirements are finished and that makes me feel a lot better. (Math M119)

- It will free up time for me at college, thus leaving me more time for other courses. (Math M215)

- I'm glad that I took the ACP course because I saved my parents money and I learned a lot of valuable information that will help me in the chemistry field. (Chemistry C105)

- This course helped me see in advance the intensity of work and study required in a college class. (Chemistry C105)

- I learned more in this course in one weeks time than I did in a full year in other chemistry classes. Also, taking this class will now help my first year of college to be a little easier. (Chemistry C105)

- This course provided me with the basics to know how much I must prepare for college. (Chemistry C105)

- Things that were unclear to me from beginning chemistry have finally started to become understandable. I have enjoyed the lab work because it is challenging and exercises the mind. (Chemistry C105)

- It was a good opportunity to save money. I was also worried about the "assembly line" education I might get in the university. I don't think I would have gotten the individual help that I received from my instructor. (Chemistry C105)

- I now know that I am capable of doing college work and also it is nice to know that I will start college with a college credit under my belt. (Psychology P101)

- I learned many new things from this course and my study habits have improved. The work levels were about the same as college so it gave me a general knowledge about how college is. (Psychology P101)

- I have not only earned dual credit, but I feel that I have a strong hold on the basic principles of psychology. (Psychology P101)

- I believe that this course was an excellent experience, even though I had many problems trying to learn everything. I did enjoy learning about psychology. (Psychology P101)

Somewhat glad that I took ACP course:

- I have it out of the way, but it was quite difficult and not very enjoyable. (English W131)

- Learned much, but wish I had studied more. (English W131)

- I think it showed me what to expect as far as college work goes. (English W131)

- I found out where I have problems in writing. I was able to express my feelings toward different things in writing. (English W131)

- I am grateful to have the college credit and experience, but it was awfully expensive. (English W131)

- Even though I had some difficulty in the course, I feel I benefited from it. (English W131)

- I would be "very glad" because I did enjoy the course and the teacher, but my study habits went downhill and so did my grade. (Math M215)

- I feel I could have done much better. (Math M215)

- My grade is not as good as I wanted because of the long delay before the IU final exam. I forgot a lot. (Math M215)

- It helped me learn what college classes are like but I'm sort of sorry that I took it because it takes so much time to do the homework, labs and studying for the tests. It was basically my parent's decision to enroll me in this course. If I had not enrolled, I an confident I would have tested out of this material. However, since I did enroll, I am saved from studying during this summer. (Chemistry C105)

- This course had really helped me to understand things I missed in basic chemistry. I've gotten myself very interested in chemistry although I had not been applying myself completely. (Chemistry C105)

- I thought it was a good course, but I don't think the colleges I'm applying to will accept the credits. (Psychology P101)

- I wish I had gone at it in a different way. I didn't do as well as I had hoped, but I didn't give it my all. I guess in that respect it was a worthwhile learning experience. (Psychology P101)

- I'm glad I've had an introduction to the basic concepts of psychology. (Psychology P101)

Out of 607 responses, only 23 students reported that they were "a little sorry" and 10 students stated that they were "very sorry" to have taken an ACP course. Some of their reasons are listed below.

- A little sorry, I haven't done as well as I think I should have. I could have done very well in a regular class. (Psychology P101)

- Wish I hadn't taken it, it wasn't worth it for me to stay an extra hour at school. This was the last class I have and it can be boring at times. (Psychology P101)

- A little sorry, I took a lot of advanced courses this year. The pressure was a lot to handle. (Chemistry C105)

- A little sorry, the course was graded and taught tougher than I thought. (Chemistry C105)

- A little sorry, I didn't learn as much as I expected to from this class but now I can move on next year at college. (Chemistry C105)

- A little sorry, I thought this course would be for both semesters and I could start in with organic chemistry. (Chemistry C105)

- A little sorry, I'll take calculus again for my own benefit. (Math M215)

- A little sorry, I didn't take a serious attitude toward the final test and I don't think I'm going to get my credits so my parents paid all that money for nothing. (Math M215)

- Wish I hadn't taken it. I think that I need to learn my math as well as possible and the pace only hurts me. I might take the course over. (Math M215, Grade = C+)

- Wish I hadn't taken it, my low final grade (B-). I don't feel I have learned the material well enough to jump into the second semester course at college. (Math M215)

What impact did enrolling in an ACP course have upon the students?

What do students gain from taking an Advance College Project course? Besides earning college credits, do the ACP courses help to prepare students for college? What influence does an ACP course have upon the students' attitudes toward college? Students who took an ACP course during the first semester were asked to rate eight statements to identify the impact of having taken an ACP course. As a result of taking the (specific) ACP course, most students reported that the experience did have an impact.

As a result of taking this course:

1. I am now looking forward to attending college.

Most students (82%, N=493) agreed with this statement with only 3% (N=19) disagreeing and 15% (N=93) uncertain. Students who took Math M215 responded the most favorably (87%, N=88). The results for all courses are found in Table 12.

TABLE 12

Looking Forward To Attending College

Course	Percent Responding Agree	Disagree	Not Sure	N
English W131	81.1	3.3	15.6	359
Math M215	87.1	1.0	11.9	101
Math M119	60.0	0.0	40.0	10
Chemistry C105	80.7	3.6	15.7	83
Psychology P101	77.4	3.0	17.0	53
Total	81.4	3.1	15.5	100%
N	493	19	73	606

2. I have gained new skills that will be useful in college.

Overall, most students (78%, N=475) reported they had obtained new skills. Eighty-three percent of the students who had completed English W131 agreed they had gained new skills while only 57% of those completing psychology indicated they had. The results for each course are displayed in Table 13.

TABLE 13

Gained New Skills That Will Be Useful In College

Course	Percent Responding Agree	Disagree	Not Sure	N
English W131	82.7	5.3	12.0	359
Math M215	77.2	7.9	14.9	101
Math M119	60.0	10.0	30.0	10
Chemistry C105	77.1	7.2	15.7	83
Psychology P101	56.6	18.9	24.5	53
Total	78.3	7.3	14.4	100%
N	475	44	87	606

3. I now feel uncertain of my ability to do college work.

Most students (77%, N=469) disagreed with the above statement with 14% (N=81) not sure and only 9% (N=55) in agreement. Students who took Psychology P101 were least certain of their ability with 13% (N=8) agreeing with the statement while students who took Chemistry C105 were most confident of their ability to do college work (83%, N=69). These findings are displayed in Table 14.

TABLE 14

I Now Feel Uncertain Of My Ability To Do College Work

Course	Percent Responding Agree	Disagree	Not Sure	N
English W131	9.2	78.6	12.3	359
Math M215	7.9	74.3	17.8	101
Math M119	-	80.0	20.0	10
Chemistry C105	8.4	83.1	8.4	83
Psychology P101	13.2	66.0	20.8	53
Total	9.1	77.4	13.6	-
N	55	469	81	606

4. I discovered I will have to work/study harder in college than I did in high school.

Seventy percent of the students (N=424) agreed they will have to work/study harder in college than they did in high school with 13% (N=79) disagreeing and 17% (N=103) not certain. A larger percentage of Math M215 students (75%) and Chemistry C105 students (76%) agreed that they will have to work harder than students who completed English W131 (68%). These findings are shown in Table 15.

TABLE 15

Discovered I Will Have To Work/Study Harder In College

Course	Percent Responding Agree	Disagree	Not Sure	N
English W131	67.7	14.8	17.6	359
Math M215	74.7	12.0	13.3	83
Math M119	60.0	0	40.0	10
Chemistry C105	76.2	7.9	15.8	101
Psychology P101	67.9	15.1	17.0	53
Total	70.0	13.0	17.0	100
N	424	79	103	606

5. I needed to spend more time studying.

The majority of students (61%) reported they needed to spend more time studying while taking the ACP course. A larger percentage of Math M215 students (75%) reported that they needed extra time studying. The results are found in Table 16.

TABLE 16

Needed To Spend More Time Studying

Course	Percent Responding Agree	Disagree	Not Sure	N
English W131	56.4	29.1	24.8	359
Math M215	75.2	14.9	9.9	101
Math M119	40.0	30.0	30.0	10
Chemistry C105	67.5	26.5	6.0	83
Psychology P101	64.2	11.3	24.5	53
Total	61.5	24.8	13.8	100%
N	372	150	82	606

6. My study habits and time-management skills have improved.

Overall, the majority of students taking an ACP course reported their study habits and time-management skills improved as a result of taking the ACP course with 18% disagreeing and 27% reporting they were not sure. A larger proportion of students taking English (60%) agreed that their study habits improved followed by chemistry students (52%), psychology students (43%), Math M215 students (42%) and Math M119 students (40%). The specific course results are reported in Table 17.

TABLE 17

My Study Habits And Time-Management Skills Have Improved

Courses	Percent Responding Agree	Disagree	Not Sure	N
English W131	60.2	14.5	24.4	359
Math M215	41.6	29.7	28.7	101
Math M119	40.0	20.0	40.0	10
Chemistry C105	51.8	14.5	33.7	83
Psychology P101	43.4	26.4	30.2	53
Total	54.1	18.2	27.8	100%
N	328	110	168	606

7. College will be easier than I expected.

This statement was found to be very ambiguous by the students completing the questionnaire. The majority (53%) responded "not sure" while 22% agreed and 28% disagreed with the statement. One reason for the ambiguity of response is that students do not feel they can judge what college will be like based upon only one (or more) course(s) that were taken off-campus.

8. I plan to attend Indiana University.

As a result of taking an ACP course, 15.4% of the students (N=93) indicated they planned to attend Indiana University while 14.9% (N=89) stated that they were not sure if they would attend IU. When students were asked, "At this time, do you know which college you plan to attend?", 44% (N=264) indicated that they planned to attend Indiana University (or one of the IU regional campuses); 36% (N=220) planned to attend another college or university; and 20% (N=719) were not certain. The majority of students enrolled for Advance College Project courses plan to attend one of the in-state public colleges or universities. Where ACP students plan to attend college is reported in Table 18. It should be noted that when asked, "Do you know where you plan to attend college?", 18.5% (N=112) reported being uncertain at the end of the first semester while only 1% (N=7) were not sure at the end of the second semester.

TABLE 18

Type Of College ACP Students Plan To Attend

Type of High Education Institution	N	%
In-state Public	399	66.0
Indiana University	264	44.0
Other In-state Public	135	22.0
In-state Private	52	9.0
Out-State Public	22	4.0
Out-State Private	27	4.0
Uncertain	106	17.0

Because of an omission on the first semester questionnaires, only students who took ACP courses during the second semester were asked to rate the following statements. The results reported were obtained from students enrolled in English W131. **As a result of taking English W131:**

* I feel my high school should continue to offer college courses.

Of the 173 students, 97% (N=168) felt their high school should continue to offer college courses with only 1% disagreeing (N=2) and 2% (N=3) not sure. This is strong endorsement of the students' desire to take college courses while still in the high school.

* I would recommend this ACP course (English W131) to other high school students.

Ninety-six percent of the students (N=166) recommended the English W131 course to other students with only 3 students (2%) not recommending it and 4 students (2%) not certain. Students taking English W131 felt it was a valuable learning experience since the course helped prepare them for future college work.

What did students find to be the most valuable and least valuable aspects of the ACP courses?

These comments were randomly selected from student questionnaires completed for each ACP course. Because of the lower enrollments in Math M119, Math M216 and Chemistry C106/C126, comments are reported for English W131, Math M215, Chemistry C105/C125 and Psychology P101.

Most valuable aspect(s) of English W131:

- Learning to write a research paper, learning to summarize effectively by synthesis.
- I learned a lot about writing and I'm getting a headstart in college.
- The teacher: she explained everything very well and talked on our level so we could relate to the assignment.
- The numerous writing assignments prepared one to meet deadlines and to work under pressure in college. The research paper taught me not to procrastinate.
- The discussions were very helpful in provoking new ideas that had seemed ridiculous before.
- I feel this course gave you a sense of what it will be like in college and the time involved.
- The course caused me to study the material more, causing one to develop better studying skills.
- The different ways of analyzing essays, relating ideas and putting it all into a composition with the paper structure.
- It prompted, almost forced, me to think on my own, especially when it came time to choose paper topics. It also taught me how to discipline my time.
- The introduction to college material while in a more individualized setting.
- I developed better writing skills and am able to relate my opinions better because of class discussions on topics.
- I learned how to research my topics much better. I also gained self-confidence in the aspect that I could do college work.
- Constant writing.
- This course taught me to synthesize and integrate my ideas into a paper. Previously, this topic was talked about but no one ever specifically said what was going on.
- This course helped me to learn to organize my papers in a better way. My writing has improved and my sentence structures vary now.

- The peer review (criticism) from our classmates to improve our papers.
- I learned to outline more thoroughly, looking for key quotes.
- Learning all the analysis skills is going to help me in classes throughout college.
- It helped me to become more organized.
- The way in which writing is approached, with class discussion and revision made possible.
- Incorporating personal experience into the writing.
- Learning different types of writing styles.
- My writing abilities were improved. I learned how to look at writing as something enjoyable. I enjoyed writing.
- Synthesizing ideas, writing about something and relating it to my life. This made me think.
- Learning how to do the research paper was the most valuable aspect because I feel it will help me out in other classes.
- There is a big difference in this class and my other high school classes. This ACP course has helped me prepare for college.
- The term paper was the biggest and most valuable project of this course. I learned all of the necessary procedures that are included in the completion of a well-written term paper.
- My writing has improved. This course enabled me to get a head start in college.
- The papers we were required to write made me think and organize my thoughts.
- The opportunities for self-expression.
- A productive atmosphere and the teacher-student relationship.
- The group discussions and evaluations. It helped me to take criticisms better.
- Learning how to get more out of what you read.
- This particular class was small and individualized. I think this was a valuable aspect of this course.

Least valuable aspect(s) of English W131:

- Some of the topics were very difficult to relate to and hard to write about.

- A lot of the reading had no impact on me. It was dull and pointless.
- I felt the synthesizing of stories was not valuable. We spent too much time trying to write about people who didn't exist.
- The daily journals.
- The research paper. Considering the time I spent, I think I learned the least from the research paper.
- The textbook had boring essays.
- I found nothing in the course not valuable.
- The readings were hard to relate to each other and understand. They did not always seem to pertain to the essay topics.
- I think everything we did was quite valuable.
- At times the amount of writing became tiresome, but eventually, the amount was beneficial.
- Busy work in writing assignments. (Preliminary topic statement, topic statement, preliminary outline, final outline, too much to write down.)
- Learning about holistic scoring.
- The topics chosen for writing assignments (pre and post-test) and the way that writing is explained in the textbook.
- The textbook was hard to get interested in. The examples were not very helpful when it came time to write the papers.
- The articles in the Reading, Writing and Reasoning. A better text would make for a better course.
- I thought most everything learned was somewhat valuable in different ways.
- Learning the difference between inductive and deductive reasoning.
- All the readings we used and the picking-out of 5 points. They were endless and the class became quite monotonous.
- The preparations for readings and activities after readings. (The drills)
- It got cumbersome at times. I got burnt out from writing so much in such a short time. Ran out of things to say.
- The time spent in peer evaluations because the students aren't experienced enough to be good critics.

Most valuable aspect of Math M215:

- I had to do homework every night and had to keep up with my homework or I'd get lost. This gave me practice for college work.

. It was more individualized than college will be.

. Learning how to take final exams.

. The more personalized, individualized attention that I didn't feel I could have had at any other setting than at the high school level. I felt that having this course in high school would make it easier for one next year. Since I had individualized attention, I feel I have learned more than I could have in college.

. I learned very quickly that you cannot afford to get behind in a college level course. I'm glad that I had and felt experienced of grade trouble at a college level while I still had my parents there to "force" me to stick with it.

. It gave me advanced credit as well as experience in the type of course I'll experience in college.

. Good teacher, who explained and helped prepare us for college courses.

. I found the class to be challenging and informative. It also helped to give me a part of the math background I will need to be a physics major.

. The base it has given me, and the extra time we have had which would not have been available in a university.

. One, it was tough. If it had been any easier, I probably would not have given it half the attention I did (which I admit should have been more.)

Least valuable aspect(s) of Math M215:

. Having a few problems on the final test I didn't know how to do.

. There's always the chance that the high school won't cover every method needed to complete the final test.

. Taking two college courses gave me a little more homework than I expected for my senior year which made it hard.

. Having us mixed with students taking calculus for high school credit only.

. Taking a college course in high school is not the same as taking it in college because you're not really experiencing college life.

. I wish we could have taken M216 this year also.

. It doesn't really show what college is going to be like; different atmosphere, harder work, no individualized attention.

. The final exam.

. The fact that I won't use what I learned in everyday activities.

. Having slow students who did not want to study harder to keep up.

- At times, the course asked me to spend more time than I could actually give.

- Some sections in the book were difficult to understand and I had to review many times to understand.

- A college amount of homework with more limited time to do it.

Most valuable aspect of Chemistry C105:

- My instructor. He is able to teach chemistry in an understandable way and is always there to answer any and all of my questions.

- There were only 20 students in the class so there was a greater 1 to 1 ratio between each student and our instructor. Also, we had a very good, well organized and knowledgeable instructor.

- I really appreciated the instruction of this class. I don't consider myself science oriented but I never felt out of my element.

- The knowledge that to succeed in anything, you can not procrastinate!

- Pressure to perform well helped me realize my potential work.

- The lab experiments, they really helped me understand how you can apply the facts learned in lecture to real life incidents. It would be nicer to have more time to complete though.

- The tests given were difficult and had some abstract ideas about them. I really had to understand the material if I was to pass the tests. He prepared us for the tests from IU very well.

- I was able to learn college-level information and get credit for it without waiting until college.

- Because it went deeper than first-year chemistry, it got more into the whys and therefores of how "everything" fits together.

- It was very challenging and worth my time. I guess what I liked best was that it was above and beyond regular high school. Many classes in high school have been specific, but this one was always interesting. The atmosphere was stimulating.

- This course gave me a real view of how the elements work in my world. It relates to a lot of things I would otherwise not know about.

- The small class size, a relaxed atmosphere and the individualization of the course.

Least valuable aspect of Chemistry C105:

- This class was taken a little slower than other college classes which may give us a false impression of how classes may start and of how much information will be learned in a little time.

- Taking this course while enrolled full-time in high school took away from my time for studying the subject.

- I didn't learn as much during the lab but it was still valuable.

- The final exam was made up by someone other than my instructor, therefore, the test spent more emphasis on some aspects than I was prepared for.

- The amount of time for lab was inadequate in a high school schedule.

- The "challenge". I was so challenged, I almost didn't make the grade I wanted.

- Half of the class was enrolled in ACP and half was not. This led to large differences in skill levels.

- Time. It would be better if the class was two hours instead of one hour.

- The labs were not of much value. We did not complete enough to get a good concept of laboratory experience.

- The college chemistry textbook.

- I though the tests usually had very little to do with what we worked on. I often felt I had missed classes because so many things were foreign to me.

Most valuable aspect of Psychology P101:

- Learning how to study efficiently. All of the interesting things or ideas that we explored in class.

- It opened my eyes to specific behaviors of human beings and made me understand them better.

- Learning and building interest in psychology. I learned many different ideas about man's life, development, and problems.

- Learning to improve my study habits.

- The specialized instruction because of a smaller classroom.

- It helped me realize how much different high school is than college. I know that I have to study a lot more than I did before. I have also learned to budget my time better.

- It was challenging, interesting, and more personal than it would have been in college.

- Experiencing a college like atmosphere. It was more difficult and stimulating than the regular course would have been.

- I know I really am interested in psychology. I plan to continue in the field as much as possible.

- It did give me a taste of what a college textbook is like.

Least valuable aspect of Psychology P101:

- I felt the whole course was valuable.
- Idea about neurotransmitters in the brain.
- Some of the experiments discussed I couldn't relate to.
- Most everything was valuable.
- Statistics and methods of research chapter.
- The boredom of lecture.
- Tests.
- The ease, I was fearful of a college course, now I am highly confident of my ability and most likely will have trouble motivating myself next year.
- The newness of the course was the most distracting and least valuable. Also, the teacher and the students had different expectations of the class which detracted from learning.

SUMMARY OF STUDENTS' PERCEPTIONS

The majority of students enrolled in Advance College Project courses in order to get a head start in college (93%, N=564) and to take advantage of the dual high school and college credit for enrollment in the courses (74%, N=449).

Of the 606 students who completed an ACP Student Questionnaire, 68% (N=412) were "very glad" to have taken an ACP course with 25% (N=153) "somewhat glad." Their reasons for course satisfaction included learning what a college course is like and improving their existing skills for college. Many students who enrolled in W131 felt that the course had a major impact on their writing skills. Overall, they felt more confident of their ability to do college-level work. Interestingly, most students (54%, N=328) reported their study habits and time-management skills improved as a result of taking the ACP course.

It is apparent that the ACP courses have had an impact upon the majority of students by helping them better prepare for future academic endeavors. Even when some students commented that they were "somewhat glad" that they took an ACP course, some students felt they had not fully applied themselves or studied sufficiently to take full advantage of the course experience. But as one student said, "that in itself was a learning experience."

TEACHER PERCEPTIONS OF THE ACP COURSE EXPERIENCE 1984-1985 SCHOOL YEAR

During the 1984-85 school year, fifty high school teachers taught at least one ACP course at their respective high schools. Of these, 19 teachers taught English W131, 17 taught Math M215, 10 taught Chemistry C105, 3 taught Psychology P101, 2 taught Math M[illegible], 2 taught Math M216 and 1 teacher taught Chemistry C106. The development of each ACP course has a unique history. While all ACP instructors teach from an approved IUB syllabus, some courses required no modification of an existing high school offering while others required that a totally new course be adopted by the school curriculum.

Generally, Math M215 required the least modification. Schools that are currently scheduling ACP Math M215 were previously offering an advanced calculus course to their students. Consequently, there was obvious duplication of the high school and college curriculum. Chemistry C105 generally required modification of the existing high school curriculum. Chemistry C105 is customarily taught in the second year as the advanced chemistry course in the high school. Where schools needed to make the greatest changes in adopting Chemistry C105 was in the set-up and equipment needs required by more sophisticated lab experiments.

Many schools offering either English W131 and/or Psychology P101 needed to schedule new courses within the high school's existing curriculum. English teachers were asked to adopt a process approach to teaching composition while the psychology teachers were required to teach psychology as a natural science instead of as a social science.

Each teacher was asked to complete an ACP Teacher Questionnaire at the end of the semester that they taught the ACP course. The major findings from this survey are reported here. When asked, "how satisfied were you with the ACP course you taught this year?", 62.5% of the teachers (N=30) reported that they were "very satisfied" while 33.3% (N=16) were "somewhat satisfied." None of the teachers indicated they were dissatisfied with teaching the ACP course. In Table 19, these findings are reported by course.

TABLE 19

Teacher Satisfaction Toward ACP Course Taught

	Eng W131		Math M215		Chem C105		Psy P101		Total	
	N	%	N	%	N	%	N	%	N	%
Very Satisfied	11	58	12	71	5	50	2	67	30	61
Somewhat Satisfied	8	42	3	17	4	40	1	33	16	33
Somewhat Dissatisfied	0	0	0	0	0	0	0	0	0	0
Very Dissatisfied	0	0	0	0	0	0	0	0	0	0
No Response	0	0	2	12	1*	10			3	6
Total	19	100	17	100	10	100	3	100	49	100

*This teacher did not complete the survey.

When asked, "While teaching the ACP course this year, did you encounter any major implementation problems?", 87% of the teachers (N=42) indicated that they did not encounter any major problems. Only six teachers, three who

taught English W131 and three who taught Chemistry C105 reported experiencing problems. Two English teachers felt there were problems in the ACP registration system at their high school; while the other English teacher felt, at times, she did not always receive materials/information on time because of the difference between the IUB and the high school annual calendar. Two teachers in chemistry complained of the extra time required for the laboratory set-ups. Another chemistry teacher reported having difficulty accommodating the IU Chemistry C105 course syllabus which is based on a textbook the high school class is not using.

All teachers were asked to indicate the aspects of the course that they were most satisfied and least satisfied with. The following teacher comments are presented for the ACP courses: English W131, Math M215, Chemisty C105 and Psychology P101.

ENGLISH W131

Aspects of the English W131 course teachers were most satisfied with:

- Some parts of Reading, Writing, and Reasoning seemed very effective. The support from IU faculty was very gratifying.
- Analysis and synthesis assignment.
- Student attitudes and work habits made course very satisfactory. They became enthusiastic and worked diligently.
- For the most part, things went very smoothly. This year, since this was my second year teaching the course, I felt I was better prepared.
- The Little Brown Reader has provided a wealth of new optional material - and the students like the book.
- The Little Brown Reader was extremely useful as a supplementary source. Students really enjoy this book.
- I feel that the analysis and synthesis units really helped students pull together material and write longer papers. It was excellent preparation for the longer research papers.
- I was pleased with the student response. Although my students wrote fifteen papers (some of which were re-written) plus a research paper, they seemed to feel relaxed in the informal, one-to-one, class atmosphere.
- I was most satisfied with my students, their attitude, their performance, and their overall committment to improving their writing skills.
- I am very satisfied with the emphasis on process rather than on quantity. This procedure gave me the opportunity to work one-on-one with students, reading and critiquing rough drafts and conferring on specific writing problems. I became very familiar with the writing difficulties of each student.
- Working with the IU faculty continues to be one of the most satisfying aspects and of teaching in the ACP. The exchange of ideas has proven to

be stimulating; an important impetus to refining classroom strategies.

- The growth of the students. I find each class brings new challenges to my professional growth, also.
- The students developed the ability to analyze and synthesize effectively.
- Content, small class, workshop atmosphere.
- The interaction with students about their writing, and the group work with their peers.
- Summary techniques to extract content from readings. Revision chapter is excellent.
- I still love the chance to teach compostion using the process approach. Synthesis is a valuable tool, and my students picked it up fairly easily.
- I found that most of the students took the class seriously. Most said they found doing a research paper valuable.
- With one exception the students seemed genuinely interested in learning about writing.

Aspects of English W131 course teachers were least satisfied with:

- My students told me they felt the prereading activities were no better than busywork. I'm not sure what I'm dissatisfied with; these parts of the text, my implementation of it, or what.
- The textbook is too wordy and not geared for interest. Assignments from text were repetitive. Assignments were too similar in text. How many times could students exhaust the topic of career choice? Research paper chapters were not detailed. I supplemented all chapters.
- I am concerned with the evaluation of pre- and post-tests. I feel that I would like to be more aware of the criteria for the new process to evaluate the essays.
- Do the pre- and post-test actually measure what the Sternglass text teaches? What are the evaluation criteria?
- I wasn't thrilled with topics suggested for argumentative writing and research papers, so I altered these assignments. Chapter 2, the Reasoning Process, needs a great deal of supplementary instruction for my students.
- I still have problems teaching inductive and deductive writing.
- At times, I felt uncomfortable with the clarity, relevance, and continuity of the activities between major assignments. This was only occasionally though. I felt as though my role with them on our research assignment was quite weak.
- Primarily, the number of sections and the numbers of students. Secondarily, the fact that for the first time since ACP has been in place

I suspect some cheating is going on involving students either from both high schools and/or campus. I think this will necessitate a variation in future assignments.

- Text (in some cases).
- I always feel I could do more and make the course more interesting if I just had the time. (This year I taught every hour of the day, no prep period.)
- Inductive and deductive sections were difficult for the students.
- Certain readings in the text simply don't prove very motivating for high school seniors. I also have to approach the term paper in a very different way than that used in the text.
- Many students didn't take the paper exchanged seriously. However, some did and found it helpful.
- I did not like having one student told she was not eligible for the course a number of weeks after it started.

MATH M215

Aspects of the Math M215 course teachers most satisfied with:

- The ACP students are allowed to take M215 in the same class with the regular calculus class.
- I was pleased that I could teach my regular calculus course and use our own text and still accommodate the ACP students.
- Textbook and communication from IU.
- We were able to follow the IU syllabus satisfactorily with our textbook. I gave the final exam on April 18. For the most part, the students involved work hard and exhibited a good positive attitude.
- Freedom to take our time to do a good job of teaching (i.e., a flexible semester as to length).
- Course material is well established by now. Our book is fine; however, we are planning to move to Anton's next year and this will help us cover M216 more efficiently.
- A few students seem to be more highly motivated because of the college credit.
- Syllabus and the textbook.
- The IU syllabus and the pre-planning that we teachers have done with your guidance.
- I think the students knowing it was for credit and the prospect of the final exam pushed them to work harder.

- I was able to move at a good pace according to the IU syllabus.
- The IU syllabus was very complete. I liked Anton's text as a reference and will probably recommend it for adoption next year.
- Did not change content or any procedures from calculus course I had been teaching. I think we have a good thorough course of study.
- Textbook - syllabus.
- Text, pacing, test results.

Aspects of the Math M215 course teachers least satisfied with:

- Because topics are presented in a different order in our text, it takes a long time to cover the M215 outline. The M215 final exam was given late in the spring and thus it included topics (limits) that the students studied in September and of course it didn't include many topics that they had studied.
- Sequence of topics out of order.
- I look forward to using IU's book (one more year).
- My own pacing of material has been slower than I wish it were.
- Only 4 students in a class can't get the experience of a college course and we have no chance probably to ever have more than 10 in the class.
- I was disappointed with the performance of my students on the final exam.
- I found that I tried to be too thorough and thus slowed down too much. I was rushed at the end of the year.
- Communication with the Math department.
- Non-ACP students test scores on the final were not as good as the ACP students on the final.

CHEMISTRY C105

Aspects of the Chemistry C105 course teachers were most satisfied with:

- Satisfied with content, sequence and organization. Good labs.
- Text is excellent.
- University support. Students' tolerance and enthusiasm.
- The visitation, labs, and the most important, the attitude of the students.
- Liked the book. Liked the lab manual. Liked the tests that came for C105 courses' final. Changed lab sequence from syllabus labs to more complex.
- I think it is very valuable to be able to teach college subject matter on

a more personal basis.

. The caliber of students; the C125 experiments.

Aspects of Chemistry C105 course teachers were least satisfied with:

. Disliked lab facilities. Don't like chapter 9, the content is not logically organized.

. Lab becomes more difficult to complete each year because of shortage of equipment and time necessary to set-up lab.

. It is very difficult to work in the lab (3 hours) with 55 minute periods.

. The section this year was 20 in number. As a result, I had to have lab pairs in the laboratory rather than individuals working at a station. No big deal, but I had to use lab quiz more frequently to evaluate individual performance.

. Had trouble with one or two labs, time element problem. Know how to convert it next year. Quite satisfied with lab programs. Liked C106 too.

. I find it very difficult to find the time to review and revise as needed.

. The pace at which I felt compelled to move (too fast); lack of adequate preparation time to do a good job on lecture preparation.

PSYCHOLOGY P101

Aspects of Psychology P101 course teachers were most satisfied with:

. Curriculum was good. Liked the textbook.

. The more advanced material in subject area. Smaller class size. Opportunity to get to know students who really want to be in your class.

. Content went well. Tough enough that it made the students work but not too difficult to drown them. Pleased with class size (15). Good for class discussion.

Aspects of Psychology P101 course teachers were least satisfied with:

. Did not do a good enough job of counseling kids into the course. They expected more developmental psychology as opposed to psychology as a natural science. Students felt it was uninteresting. Many did not expect as much lecture as there was. First time through, it was trial and error. Students expected to get higher grades than they did. Had to give low C's to some.

. At times did not know how to consolidate lectures in class with materials as same as IU. Wasn't sure we were studying the same thing. Used the book as the model for course.

. Parts of textbook I didn't like, but it is adequate. One or two content areas prefer not to teach if I had a choice: sensation or language.

Difficult to teach what someone else tells you as opposed to designing a course yourself, but no problem.

Based upon the teachers' perceptions, 90% (N=43) felt the ACP courses were appropriate for the high school students who were enrolled for college credit, such that, the students had the necessary academic skills and emotional maturity to enroll in a college course. Three teachers (6%) felt that their classes were mixed in terms of having the prerequisite skills. These three teachers felt that some of their students did not possess the emotional maturity required. One teacher succinctly stated: "I sometimes wonder if the student's emotional maturity is developed to the point that the student makes the most of the opportunity that the ACP course gives him/her."

Teachers were also asked a more general question, "How satisfied are you with your involvement in the Project?", to which 77% (N=37) stated that they were "very satisfied"; and 15% (N=7) reported being "somewhat satisfied." One math teacher reported being a "little sorry" to be involved in the Project. This teacher stated, "I see very little good coming out of the Project for all the paperwork and hassle involved." Three teachers did not respond. Listed below are some of the reasons given by the ACP teachers for their satisfaction in being part of the Project:

Very glad to be part of the Project:

- It adds another dimension to our high school's program. We have many who do not receive financial aid but can take this course while still in high school. With chemistry, calculus, and English, the student can get one semester of college work. (Chemistry)

- The course has improved my personal teaching. (Chemistry)

- I feel that the ACP is of value to college-bound students. Obviously, some of the students also feel that way. Several of our first students have returned from college, preaching the "gospel of ACP." Personally, I appreciate the opportunity to teach a full-semester course devoted only to writing. (English)

- I feel the ACP has made me more aware of the types of skills college students need and the types of writing they are asked to do. Hopefully, I can convey this information to my students. Also, I like the link between high school and university. It has proved to be a worthwhile experience for all involved, I believe. (English)

- We provide a service which our community seems to desire, and there is a challenge to keep upgrading our own knowledge and skills. (English)

- I have experienced a great deal of growth as an instructor because of my involvement. I have also achieved greater control over course planning, objectives and implementation. The thing that has affected me the most, though intangibly, is the idea that we are indeed a community of writing teachers and that we need to recognize our relationships. (English)

- I feel it has made a positive contribution to the educational life of those students enrolled in ACP. I believe it has made me a better calculus teacher in making me desire to help my students achieve success. (Math)

- I'm pleased that the work we have been doing is college caliber. (Math)

- I am glad to be offering credit for a course I felt we were teaching anyway. (Math)

- I like the Project; I miss academic freedom! When a veteran teacher has no choice in text or curriculum or assignments, it's tough. I feel my creativity was on the back burner while I adhered to the task at hand. I'd like more flexibility in teaching and choosing materials. (English)

- Partly selfish reasons, being in the Project has given me a chance to do something different. It has made me work harder. It's given me a chance to teach a class with nothing but good students, which is nice. In general, kids who have taken the course have taken it seriously. Working with a highly motivated level of students. (Psychology)

- I have enjoyed the opportunity to share ideas with other teachers in this area. (Math)

- Gives students the opportunity to earn college credit while in high school. (Math)

Somewhat glad to be part of the Project:

- With the subject matter more difficult, I feel some students who would take advance chemistry at our high school are discouraged from doing so. (Chemistry)

- I do feel more positive in this Project, my second year, than I did after year one. My feelings are mostly due to a lack of experience. (Chemistry)

- Some difficulty adjusting to the new textbook. Students are extremely grade conscious. (English)

- I feel extra pressure (perhaps self-induced) to motivate the ACP students. However, this pressure or worry about student performance was less this year than last year, and my students did better than last year. Interesting, no? (Math)

Out of 48 teachers, only one teacher expressed a concern over not being able to understand either an Indiana University or ACP policy. This teacher questioned whether juniors can take Chemistry C105 for credit. While ACP course enrollments are primarily generated from the senior class, an occasional junior, who has the needed course prerequisites, can enroll in an ACP course for college credit.

During the semester they teach the ACP course, each teacher should receive a site-visit from an IU/ACP faculty liaison. Teachers were asked, "How satisfied were you with the site-visit?" The majority of teachers (N=32, 66.6%) stated they were "very satisfied" with the site-visit; while 21% (N=10) reported they did not receive a site-visit. Only one teacher indicated that he was "not at all satisfied" with the site-visit since the IU/ACP faculty liaison left the school before they had a chance to have a conference.

Some teachers (42%, N=20) indicated they would like to receive written feedback after the site-visit. Nineteen percent of the teachers (N=9) felt written feedback was not necessary; while 25% (N=12) gave no response. Seven teachers reported they had already received written feedback after a site-visit.

In a final question, teachers were asked, "How satisfied are you with the existing relationship between the high school, yourself and the ACP program?" The overwhelmingly majority of the teachers (83%, N=40) reported they were "very satisfied" with the existing relationship between the Project, themselves and the high school; while 15% (N=7) stated they were "somewhat satisfied." One person did not respond.

When asked, "Are there areas that you would like to see changes in the existing Project relationships?", many teachers offered suggestions. These recommendations are broken down to those that pertain to a specific course and to those which apply to the Project in general.

Specific teacher recommendations for English W131:

1) To schedule the fall ACP teacher seminar during the teacher in-service days in October;

2) To train more than one back-up teacher from a given high school at the ACP summer seminar;

3) To allow the ACP English W131 course to be offered as an elective;

4) To make high school administrators and counselors more aware of the extra work load carried by the ACP teachers who teach composition;

5) Change the textbook required for English W131;

6) Give ACP English teachers copies of the other textbooks used in English W131 at IUB in order to see the range of writing experiences college freshmen at IUB can expect to have;

7) Give the teachers an honorarium or some other benefit; and

8) Improve dynamics between the Project and high school counselors.

Specific teacher recommendation for Chemistry C105:

1) Give ACP teachers more input as to what is done in the laboratory component of Chemistry C125;

2) ACP should strongly encourage school corporations to give ACP instructors more prep time for ACP course preparation;

3) Maintain the IU credit transfer in Chemistry C105 from the IU Bloomington campus. Other colleges have said, concerning acceptance of ACP credit, "as long as it's from IU Bloomington it's o.k." We want to keep it that way.

4) Create a teacher's lab manual for C105/C106 with answers;

5) Would like to have an Apple program which would plot the graphs for lab experiments. My students are having trouble averaging the data with a straight line. A computer plot would make an instant comparison.

6) Disseminate the video on the use of pipette;

7) Create an awareness on the part of the school district that it has to be willing to spend the money necessary to replace and maintain equipment that is 10-20 years old;

8) Would like to receive copies of the IU mid-terms given during the semester; and

9) Would like to bring class to campus for a particular demonstration or lab procedure.

Specific teacher recommendations for Math M215:

1) The final exam key was not as well prepared as last year.

2) Since there is no salary for teaching the ACP class, it would be nice if IU would give the ACP teachers who participate possibly an incentive to continue such as reduced college tuition for our children (sons or daughters) to attend IU in the future.

3) It bothers me that we do the work, we provide the classroom space and time, the kids pay you and we get no compensation for our school or ourselves.

4) Mail an ACP brochure to prospective students from each school during the summer.

Specific teacher recommendations for Psychology P101:

1) Need to provide film money for ACP courses;

2) Give tuition break for ACP teachers for IU classes;

3) Continue teacher seminars for that feeling of continual involvement from IU;

4) Provide IU faculty ID cards to ACP teachers;

5) Schedule site-visits earlier in the semester with the IU faculty liaison; and

6) Arrange for a seminar meeting for new teachers to get together during the first semester that they teach the course.

Recommendations that pertain to the Project in general terms can be classified into two categories: 1) Project Administration Improvements and 2) Teacher Considerations.

General Recommendations that Pertain to ACP Administration Improvements:

1) Decide whether additional back-up teachers are required for specific ACP courses or at specific ACP high schools;

2) Provide more information to high school counselors about the Project;

3) Maintain IU/ACP credit transfers from Indiana University Bloomington campus;

4) Mail an ACP brochure to each prospective high school student during the summer months. (This currently is being done by some high schools with a letter describing the specific course offerings.)

5) Provide film money for ACP courses;

6) Continue teacher seminars (coordinate scheduling with in-service teacher days when possible); and

7) Continue site-visits with IU faculty liaison.

General Recommendations that Pertain to Specific Teacher Considerations:

1) To compensate teachers for their work and commitment in the Project in some way. The following "benefits" were suggested:

   a) An honorarium from IU;

   b) Additional prep-time from school district;

   c) Reduced college tuition for ACP teachers' sons or daughters to attend IU; and

   d) Reduced tuition costs for ACP teachers.

2) To recognize teachers for their work and commitment to the Project in some way:

   a) Make school districts aware of the extra-work load carried by ACP teachers;

   b) Continue ACP seminars for professional development; and

   c) Develop alternative ways for teacher recognition.

One teacher said it best about the need for school support of the ACP teachers. While this teacher taught English, these comments can easily be generalized to the other ACP teachers; such as, the chemistry teachers who have had extra lab preparations or the psychology teachers who developed and taught a new course.

> "I don't know whether there is anything that could or should be done but I think that high school administrators and counselors have a hard time conceiving of the requirements of such a program, especially in composition. At times, the work load, as I have

heard from colleagues at the last seminar, can be overwhelming. In my case, the administrators and guidance counselor involved were very supportive; it must be very difficult for those teachers who had less than whole-hearted support. After all, we instructors had to make adjustments to university level work; those who support us (and who control our schedules and enrollment) need to adjust too."

Since this is a collaborative Project between the high schools in the state of Indiana and Indiana University, new ways to support and recognize teachers should be developed by both the university and the school districts. School districts can help with class scheduling while the university can fulfill additional in-service needs. Other options should be pursued by both groups.

The ACP teachers have been recognized by their administrators as "outstanding" teachers as evidenced by the strong recommendations which endorsed their involvement. Likewise, these same teachers have been recognized by the University in that it conferred Adjunct Faculty status to those participating in the Project. In addition, both students and their parents have noted the exceptional educational opportunity provided by the ACP courses. Students are directly benefiting from the advanced instruction received at their high school campus. In follow-up studies, students are found to be praising the benefits of their ACP course experience(s). As one ACP teacher said, the former ACP students come back "preaching the gospel of ACP."

Basically, the Project has met its initial objectives of bridging the gap between the university and high school curriculum by allowing high school students to obtain a head start in college. The overwhelming majority of both students and teachers are satisfied with their role and participation in the Project. Since this student satisfaction has been achieved as a result of the ACP participating teachers, it is very important that the Project and the school districts continue to recognize the key role played by the ACP teachers and develop additional ways to support their involvement.

OTHER ADVANCE COLLEGE PROJECT EVALUATION REPORTS

Lave, Janice. Advance College Project Final Evaluation Report: 1983-84 School Year, October 1984. (ED 258 977, TM 850 247)

Gudaitis, Janice Lave. Advance College Project: Course Enrollment Trends and Factors 1982-1985, August 1985.

APPENDIX A

Advance College Project
Final Exam Administration

Instructor _____ Course _____

High School _____

Please answer each of the following questions as they pertain to the administration of the IU/ACP final exam in your class.

1. How/when was the final exam administered?

_____ In one session during normal school hours

_____ In one session but not during normal school hours

_____ In multiple sessions within one school day

_____ In multiple sessions over several school days

_____ Other Please describe _____

_____

If the test was administered during multiple sessions, how were the test items divided?

2. Specifically, on which date(s) and during what time period(s) was the final exam administered?

3. To what extent do you feel the final exam was representative of the course content you emphasized during the semester?

_____ Very representative (100%-90% of the items' content was covered in our class)

_____ Somewhat representative (89%-75% of items were covered)

_____ Not very representative (Less than 75%)

4. On the attached final exam, please mark (X) the specific test items which you feel were **not** representative of the materials you covered in class.

5. Do you plan to include this final exam as part of each student's final grade in the course?

_____ No

_____ Yes

If **Yes**, what percentage will the exam contribute to the final grade? _____ percentage

6. Please describe any special conditions which pertain to the administration of the final exam. (For example, a fire drill in the middle of the exam)

7. Please describe any specific problems which relate to the specific items of the final exams. (For example, items you feel were inappropriate, ambiguous, or not understood by students)

Please feel free to write other comments.

Thank you for your feedback.

APPENDIX B

Advance College Project
Student Questionnaire 1984-1985

Name _____ Social Security # _____

High School _____ Sex: Male _____ Female _____

Teacher _____ Date: _____

If enrolled in more than one ACP course this semester, "this course" refers to the course in which you received this survey.

Enrolled in which Advance College Project course?

_____ English W131
_____ Chemistry C105/C125
_____ Chemistry C106/C126
_____ Mathematices M119
_____ Mathematics M215
_____ Psychology P101

1. Which factor(s) influenced your decision to enroll in this Advance College Project course?

	1. Check (✓) no more than five (5) reasons.	2. Which influenced you the most? Number from 1 to 5 with 1 = Highest and 5 = Lowest.
_____	a. To see if I can do college work.	_____
_____	b. Because of the course's cost, cheaper this year.	_____
_____	c. To get a head start in college.	_____
_____	d. To be challenged, stimulated.	_____
_____	e. Course was recommended to me by teacher.	_____
_____	f. Course was recommended to me by a counselor.	_____
_____	g. Course was recommended to me by a friend(s).	_____
_____	h. Parents influenced my decision.	_____
_____	i. To learn what college course is like.	_____
_____	j. Expected the course to be more individualized in high school.	_____
_____	k. To earn dual credit (high school/college).	_____
_____	l. Plan to attend Indiana University.	_____
_____	m. Decided not to take advanced placement course.	_____
_____	n. Other _____	_____

2. To what extent do you agree or disagree with each of the following statements.

AS A RESULT OF TAKING THIS COURSE:	AGREE (Check (✓) one)	DISAGREE	NOT SURE
a. My study habits and time management skills have improved.	_____	_____	_____
b. I needed to spend more time studying.	_____	_____	_____
c. I am looking forward to attending college.	_____	_____	_____
d. College will be easier than I first expected.	_____	_____	_____
e. I now feel uncertain of my ability to do college work.	_____	_____	_____
f. I have gained new skills that will be useful in college.	_____	_____	_____
g. I discovered I will have to work/study harder in college than I did in high school.	_____	_____	_____
h. I plan to attend Indiana University as a result of taking this course.	_____	_____	_____
i. I feel my high school should continue to offer college courses.	_____	_____	_____
j. I would recommend this ACP course to other high school students.	_____	_____	_____

3. At this time, do you know which college you plan to attend?

_____ Yes _____ Not Sure

If Yes, please name the college or university:

Name _____ City/State_____

Check (✓) one: _____ Instate or _____ out-of-state institution

_____ Public or _____ private institution

4. If you are **not** planning to attend Indiana University, do you plan to transfer the credits earned from this course?

_____ Yes _____ No _____ Not Sure

If No or Not Sure, please explain.

5. In retrospect, how do you feel now that you've taken this course?

Check (✓) one.

_____ Very glad that I took the ACP course.

_____ Somewhat glad that I took the ACP course.

_____ A little sorry that I took it.

_____ Wish I hadn't taken it.

Why do you feel this way?

6. What did you find was the <u>most</u> <u>valuable</u> aspect(s) of this course?

7. What did you find was the <u>least</u> <u>valuable</u> aspect(s) of this course?

8. Please feel free to write any other comments about this course or about the Advance College Project.

Thank you for your help in completing this survey.

Appendix C

Teaching Evaluation by MULTI-OP — Form C.

Required Course: Yes / No

Course Number

Section Number

Student's Class: Freshman / Sophomore / Junior / Senior / Graduate / Other

Expected Final Grade: A / B / C / D / F

INSTRUCTIONS: Respond to each statement below in terms of your agreement or disagreement. If you strongly agree mark SA; if you agree but not strongly, mark A; mark U if undecided; D for disagree; SD for strongly disagree. For items requiring written responses, use reverse side of this sheet.

WI 31 FALL '84

SA A U D SD

1 I LEARNED MORE IN THIS COURSE THAN I HAVE IN MOST OTHERS.
2 MY INSTRUCTOR IS WELL PREPARED FOR CLASS MEETINGS.
3 MY INSTRUCTOR IS ABLE TO EXPLAIN THE SUBJECT CLEARLY.
4 MY INSTRUCTOR USES EXAMPLES AND ILLUSTRATIONS WELL.
5 MY INSTRUCTOR ILLUSTRATES RELATIONSHIPS AMONG TOPICS.

6 MY INSTRUCTOR IS ENTHUSIASTIC ABOUT TEACHING THIS COURSE.
7 MY INSTRUCTOR MAKES THE SUBJECT INTERESTING.
8 MY INSTRUCTOR STIMULATES MY THINKING.
9 STUDENTS PUT A LOT OF ENERGY INTO WHAT THEY DO IN THIS CLASS.
10 MY INSTRUCTOR ACTIVELY HELPS STUDENTS WITH PROBLEMS.

11 MY INSTRUCTOR IS REGULARLY AVAILABLE FOR CONSULTATION.
12 MY INSTRUCTOR USES TEACHING METHODS WELL SUITED TO THE COURSE.
13 DAILY CLASS ACTIVITIES ARE CLEARLY TIED TO COURSE OBJECTIVES.
14 I KNEW WHAT WAS EXPECTED OF ME IN THIS COURSE.
15 THIS COURSE WILL BE OF PRACTICAL BENEFIT TO ME.

16 COURSE ASSIGNMENTS ARE INTERESTING AND STIMULATING.
17 COMPLEXITY AND LENGTH OF COURSE ASSIGNMENTS ARE REASONABLE.
18 THE ASSIGNED READING IS WELL INTEGRATED INTO THIS COURSE.
19 I AM PLEASED WITH THE TEXT REQUIRED FOR THIS COURSE.
20 THIS COURSE IS SUFFICIENTLY DIFFICULT TO BE STIMULATING.

21 THE AMOUNT OF MATERIAL COVERED IN THE COURSE IS REASONABLE.
22 MY INSTRUCTOR COLLECTS ENOUGH EVIDENCE FOR VALID GRADING.
23 MY INSTRUCTOR OFFERS SPECIFIC ADVICE TO REMEDY WEAKNESSES.
24 MY INSTRUCTOR MAKES ME FEEL FREE TO ASK QUESTIONS IN CLASS.
25 THE GROUP WORK CONTRIBUTES SIGNIFICANTLY TO THIS COURSE.

26 I LEARNED A LOT IN THIS COURSE.
27 I DEVELOPED THE ABILITY TO SOLVE ACTUAL PROBLEMS IN THIS FIELD.
28 I DEVELOPED CREATIVE ABILITY IN THIS COURSE.
29 I DEVELOPED THE ABILITY TO CARRY OUT ORIGINAL RESEARCH.
30 I LEARNED TO COMMUNICATE MORE EFFECTIVELY.

31 I LEARNED TO VALUE NEW VIEWPOINTS IN THIS COURSE.
32 I DEVELOPED A GREATER SENSE OF PERSONAL RESPONSIBILITY.
33 I DEVELOPED MORE CONFIDENCE IN MYSELF IN THIS COURSE.

Comments may be written in the BOX on the REVERSE SIDE of this sheet. NCS Trans Optic 1 Ub 6544 19

(Faculty Evaluation is a service of the BUREAU OF EVALUATIVE STUDIES & TESTING, Indiana University)

Advance College Project
Teacher Questionnaire: Chemistry
1984-85 School Year

Name _____

High School _____

ACP Course(s) Taught _____ Number of Sections 1984-85 _____

Section A: Your Perceptions of the ACP Course

1. How satisfied are you with the ACP course you taught this year?

_____ Very Satisfied
_____ Somewhat Satisfied
_____ Somewhat Dissatisfied
_____ Very Dissatisfied

2. What aspects of the course were you most satisfied with?

3. What aspects of the course, if any, were you not satisfied with?

4. What portion of your class was comprised of ACP registered students?

_____ a. All students were enrolled for ACP credit.
_____ b. The class had partial ACP and non-ACP enrollment.

If you checked b, how many students were in the class? _____
Of these, how many were enrolled for ACP credit? _____

Did partial ACP/non-ACP course enrollment cause any problems?
_____ Yes _____ No If yes, please explain.

5. While teaching the ACP course this year, did you encounter any major implementation problems?

_____ Yes _____ No If yes, please describe.

6. Are there any implementation problems that need to be followed-up by either the ACP staff or IU faculty member?

_____ Yes _____ No If yes, please explain.

7. The next time you teach this ACP course, do you plan to:

_____ a. Make essentially no changes in the course.
_____ b. Make some minor modifications in the course.
_____ c. Make major modifications in the course.

If you checked b or c, please explain.

8. When do you plan to offer this ACP course(s) next year? (This will help us plan student registration materials for your school.)

_____ a. Fall semester only.
_____ b. Both Fall and Spring Semesters.
_____ c. Spring Semester only.
_____ d. We are not sure at this time.
_____ e. We may not offer the course next year.

If you checked e, please explain.

Section B: Student Evaluation Procedures

1. Do you feel that this course was appropriate for the high school students who were enrolled for college credit? (Did they possess the necessary entry-level skills in terms of both academic ability and emotional maturity?)

_____ Yes _____ No If no, please explain.

2. How many major exams did you give over the semester? _____
   Please describe (i.e. chapter tests, midterms etc.)

3. What criteria did you use to assign final student grades?
   Please explain.

4. Are you satisfied with the existing course criteria for evaluating student work and assigning final grades to the ACP course?

   _____ Yes _____ No If no, please explain.

Section C: Impact of Project

1. Currently, how satisfied are you with your involvement with the Advance College Project?

   _____ Very glad I am part of the Project
   _____ Somewhat glad to be part of the Project
   _____ A little sorry that I am involved
   _____ Very sorry that I am involved

   Please explain:

2. What changes, behavioral or attitudinal, have you observed in the students that you can attribute to their enrollment in the ACP course? (Positive or negative)
   Behavioral:

   Attitudinal:

3. As a result of your school's offering of this ACP course, have there been any changes in either your school's chemistry department's course offerings or in any student policies concerning chemisty course requirements?

_____ a. Yes, we have modified our curriculum in the chemistry department to better accommodate the chemisty C105 course.
If you checked a, please explain.

_____ b. Yes, we have changed our course requirement policies in the chemistry department.
If you checked b, please explain.

_____ c. No, we have made no changes in the chemisty department offerings or student course requirement policies.

4. What impact, if any, have you observed this Project having within your high school this year?

5. What impact, if any, did the "extended school day" have upon the ACP course that you taught?

Section D: Project Administration

1. At the next ACP chemistry seminar, are there any specific concerns or issues that you would like the group to discuss?

_____ Yes _____ No If yes, please elaborate.

2. What changes, if any, in content, format, etc. do you feel would make the seminars more useful for your professional needs?

3a. Are there any problems in your school concerning student registration or course enrollment?

_____ Yes _____ No If yes, please explain.

3b. Do you or school guidance counselors need more information on how to counsel students whether to enroll in an ACP course? (Check all that apply.)

_____ Yes, I would like to receive more specific information.
_____ Yes, the guidance counselors could use more information.
_____ No, we do not need additional information.

If you checked yes, please elaborate.

4. Has the adoption of this course or the introduction of this project created any problems in your high school that we should be aware of?

_____ Yes _____ No If yes, please explain.

5. Were there any IU or ACP policies that you had trouble implementing or understanding this year? (For example, the new procedures for grade rosters.)

_____ Yes _____ No If yes, please explain.

6a. Did you receive a site visit from an IU faculty representative?

_____ Yes _____ No

6b. If yes, how satisfied were you with the site-visit?

_____ Very satisfied _____ Somewhat satisfied _____ Not at all satisfied

Please elaborate.

6c. Would it be helpful to receive written feedback after the site-visit?

_____ Yes _____ No _____ Have already been receiving written feedback.

6d. Do you have any suggestions to make the site visits more useful?

7a. Did you receive a copy of the ACP Newsletter in November?

_____ Yes _____ No _____ Not Sure

7b. Do you have any suggestions for newsletter articles?

_____ Yes _____ No If yes, please elaborate.

7c. Would you be willing to submit an article for the ACP Guest Teacher Column?

_____ Yes _____ No If yes, we will contact you.

8a. Did you receive a copy of the 1983-84 ACP Evaluation Report?

_____ Yes _____ No _____ Not Sure

8b. If Yes, have you had time to:

_____ a. Read all or most of the report
_____ b. Read the section(s) that pertained to Chemistry C105
_____ c. Skim parts of the report that interested you
_____ d. Did not have time to read any of the report

8c. If you read or skimmed parts of the report, please indicate to what extent you agree or disagree with each statement below:

	Agree	Disagree	Not Sure
a. The evaluation report was easy to read.	_____	_____	_____
b. The report presented useful information.	_____	_____	_____
c. The report was well organized.	_____	_____	_____
d. The report was too technical to understand.	_____	_____	_____
e. The report provided me with new insights about the Project.	_____	_____	_____

Other comments about the report:

9a. Overall, how satisfied are you with the existing relationship between the high school, yourself, and the ACP program?

_____ Very Satisfied _____ Somewhat Satisfied _____ Not at all Satisfied

9b. Are there areas where you would like to see changes in the existing Project relationships?

_____ Yes _____ No If yes, please elaborate.

10. Are there any concerns you currently have about the ACP course or the Project that you would like to share?

11. Are there any recommendations that you would like to make concerning any aspect of the Project?

Any other comments?

Thank you for your time in completing this survey. Please mail in the enclosed return envelope.